

Term Information

Effective Term Autumn 2026
Previous Value *Autumn 2025*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Include course in Historical or Cultural Studies Foundation.

What is the rationale for the proposed change(s)?

We would also like this course to count toward the American Civics requirement approved by the ODHE. It needs to be part of a GEN Foundation category in order to do so. We think it works best as an introductory course in Historical Studies.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications for this change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2490
Course Title	American Civic Philosophy
Transcript Abbreviation	America Civic Phil
Course Description	This course supports American civic literacy by exploring key traditions of American civic philosophy, including political economy, from the nation's founding to today. Students will study foundational texts and influential writings, reflecting on important ideas and values that have shaped public debates, contributed by philosophers, political economists, and social and political leaders.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	38.0101
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Historical and Cultural Studies

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will develop a broad understanding of American civic philosophy including foundational texts that define key periods in its development.
- Students will learn to formulate clear and persuasive arguments about American civic philosophy through class discussion and written assignments.
- Students will undertake an in-depth exploration of a foundational text of American civic philosophy.

Content Topic List

- American political philosophy

Sought Concurrence

No

[Previous Value](#)

Yes

Attachments

- 2490 American Civic Philosophy Sample Syllabus for GE Historical Studies Foundation.pdf: 2490 Sample Syllabus
(Syllabus. Owner: Shuster, Amy Lynne)
- PHILOS 2490 GE Submission - Foundation Historical Studies.pdf: GEN Historical Studies Foundation submission form
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)
- Philosophy Undergraduate Curriculum Map as of 8.13.2025.pdf: Updated Curriculum Map
(Other Supporting Documentation. Owner: Shuster, Amy Lynne)

COURSE CHANGE REQUEST
2490 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
08/18/2025

Comments

- Sent back at Richard's request for Lisa to look at. (Amy, Richard told me he saw your email after he had already approved the course.) (by Vankeerbergen,Bernadette Chantal on 08/13/2025 03:55 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	08/13/2025 03:38 PM	Submitted for Approval
Approved	Samuels,Richard	08/13/2025 03:41 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/13/2025 03:55 PM	College Approval
Submitted	Shuster,Amy Lynne	08/13/2025 04:37 PM	Submitted for Approval
Approved	D'Arms,Edward Justin	08/14/2025 09:08 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/18/2025 01:40 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/18/2025 01:40 PM	ASCCAO Approval

PHILOSOPHY 2490

American Civic Philosophy

Autumn 2026 (full term)

Lecture (in person), 3 credit hours

T/Th 11:10-12:30 PM [Location TBD by Registrar]

Instructor

Instructor: Piers Turner

Email address: turner.894@osu.edu

Office hours: [hours and location]

COURSE OVERVIEW

Course description

In support of American civic literacy, this course examines leading traditions of American civic philosophy, including political economy, from the nation's founding to the current day. Students will study foundational texts that define key periods in the development of American civic philosophy, reflecting on important ideas and values that have shaped American public debates over time. Readings will be drawn from the writings of influential philosophers and political economists as well as from social and political leaders who made significant philosophical contributions to the American civic tradition.

Course goals

1. Students will develop a broad understanding of American civic philosophy including foundational texts that define key periods in its development.
2. Students will learn to formulate clear and persuasive arguments about American civic philosophy through class discussion and written assignments.
3. Students will undertake an in-depth exploration of a foundational text of American civic philosophy.

General education goals and expected learning outcomes

This course fulfills the requirements and expected learning outcomes for the GE Foundation: Historical or Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes - Historical Studies:

Successful students are able to:

- 1.1A. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- 1.2A. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- 1.3A. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
- 1.4A. Evaluate social and ethical implications in historical studies.

Students will satisfy these expected learning outcomes through close reading of assigned texts, active participation in class discussion, successful completion of written assignments, and critical engagement with fellow students and the instructor. More specifically, the course will:

1. Engage influential texts that have shaped American civic philosophy since the country's founding, drawing connections among these writings over time.
2. Require a substantive final essay (approximately 2000 words) that (a) examines historically significant debates surrounding a key text in American civic philosophy and (b) relates those debates to a contemporary issue. See below for details.
3. Encourage reflection and self-assessment through a series of 10 short reading response papers that ask students to reflect on how the readings inform their own perspectives and understanding of American civic philosophy.

Specific course learning outcomes include:

- Understand questions about key themes in American civic philosophy from the founding to the present day.
- Identify the strengths and weaknesses of competing theories concerning key civic values including liberty, equality, well-being, property, democracy, and legitimate authority.
- Articulate (orally and in writing) competing arguments concerning American civic philosophy.

COURSE MATERIALS AND TECHNOLOGIES

Readings

- Course readings will be posted on the Carmen course website

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

ASSESSMENT

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Class Participation (ongoing, includes attendance)	20
Reading Responses (10) (see readings marked ****, due before class on day marked)	20
Midterm Exam (October 14)	20
Final Essay (due December 10)	20
Cumulative Final Exam (Finals week, TBD) Includes proficiency assessment on the following documents: (1) the Declaration of Independence, (2) the Constitution of the United States, (3) selections from the <i>Federalist Papers</i> , (4) the Emancipation Proclamation, (5) the Gettysburg Address, (6) King's Letter from Birmingham Jail, and (7) excerpts from Adam Smith's <i>The Wealth of Nations</i> .	20
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Class Participation

Description: Regular attendance and participation during class is part of your learning process. Participation involves active engagement with the course material, listening attentively to classmates, contributing to class discussion, including offering opinions about the readings and responding constructively to the views of others. *I will ensure that all sincere and constructive input is taken seriously and that class discussion remains respectful. Personal attacks will not be tolerated.*

Some questions to ask yourself before every class: (1) What were the main concepts and arguments in the readings? (2) Against whom or what is the author arguing? (3) What does the author hope to accomplish in this piece? (4) How does this reading connect to other readings so far?

Attendance will affect your participation grade. I reserve the right to take attendance at any class. If you must miss a class or exam, it is your responsibility to notify me *before the day of class*, or (in the case of exams) *as far ahead of time as possible*.

Reading Responses (10)

Description: For 10 of the readings (marked with **** on the topics/readings outline) you must submit a brief 200-250 word written response paper on Carmen intended to encourage critical and creative engagement with the reading. Each response must address how the reading informs your understanding of American civic philosophy as it concerns your own life. Your response papers must be typed and uploaded onto Carmen before class on the day for which the relevant readings are assigned. No late submissions allowed. They are graded as full credit (2 point each), partial credit (1) or no credit (0). (20 points).

Final Essay

Description: Write an essay in which you respond to a debate generated in class by one of the following texts: (1) the Declaration of Independence, (2) the Constitution of the United States, (3) selections from the *Federalist Papers*, (4) the Emancipation Proclamation, (5) the Gettysburg Address, (6) Letter from Birmingham Jail, and (7) excerpts from *The Wealth of Nations*. In the second half of the semester, you will meet individually with me to propose a topic and thesis, and discuss an outline. Your argument must show how a debate concerning one of these central texts remains relevant to a problem in contemporary society and then take a stand on that problem consistent with, or challenging, philosophical themes from writings in the course. The paper will be graded according to a rubric, provided in advance, addressing clarity of thesis and argument, engagement with texts, structure and organization, effective written expression, and creative thinking.

Exams (2)

Description: Both exams (1 midterm and 1 final exam) will include a series of multiple-choice and short answer questions about course material assigned in the course to that point in the semester. A study guide of possible questions will be distributed, we will review this study guide during class prior to the exam, and a subset of these questions will appear on the exam. The midterm exam will be conducted during a regular class meeting time. The final exam will take place at the Registrar-appointed time during final exam period. The final exam is cumulative and will include an assessment of proficiency with the following documents: (1) the Declaration of Independence, (2) the Constitution of the United States, (3) selections from the *Federalist Papers*, (4) the Emancipation Proclamation, (5) the Gettysburg Address, (6) King's Letter from Birmingham Jail, and (7) excerpts from Adam Smith's *The Wealth of Nations*. If you require extra time for your exam, please be in touch with me well in advance so that we can make alternative arrangements.

Late assignments

Late submissions will not be accepted except under special circumstances. Please refer to Carmen for due dates.

Grading scale

93% – 100%	A
90% – 92.9%	A-
87% – 89.9%	B+
83% – 86.9%	B
80% – 82.9%	B-
77% – 79.9%	C+
73% – 76.9%	C
70% – 72.9%	C-
67% – 69.9%	D+
60% – 66.9%	D
Below 60%	E

COURSE POLICIES

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable

to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

In this course we will adhere to the 4Cs of civil discourse: **Be Curious, Be Charitable, Be Conscientious, and Be Constructive**. To acquaint yourself with this framework, please visit Ohio State's Center for Ethics and Human Values website: go.osu.edu/4Cs.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the

laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom),

race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Military-Connected Students

The [Military and Veterans Services](#) (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.

Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Counseling and Consultation Services / Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

COURSE SCHEDULE

Reading responses due for readings marked with ****

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 26	INTRODUCTION
		Unit #1: Inspiring Sources
	Aug 28	Locke on the Social Contract I John Locke, <i>Second Treatise of Government</i> (1689), excerpts from chapters 1-3 (8pp)
2	Sept 2	Locke on the Social Contract II **** John Locke, <i>Second Treatise of Government</i> (1689), chapter 5 (9pp) Thomas Jefferson, Letter to Reverend James Madison (1785) (2pp)
	Sept 4	Locke on the Social Contract III John Locke, <i>Second Treatise of Government</i> (1689), excerpts from chapters 7-9, 15, 17-19 (22pp)
3	Sept 9	Locke on Toleration John Locke, "Letter Concerning Toleration" (1689), excerpts (13pp) Thomas Jefferson, "A Bill for Establishing Religious Freedom" (1777) (2pp) **** Thomas Jefferson, Letter to a Committee of the Danbury Baptist Association (1802) (1p)
	Sept 11	Smith on the Division of Labor, Growth, and Virtue **** Adam Smith, <i>The Wealth of Nations</i> (1776), excerpts (23pp) Adam Smith, <i>The Theory of Moral Sentiments</i> (1759), excerpts (6pp)
4	Sept 16	REVIEW AND REFLECT DAY
		Unit #2: Founding Principles

	Sept 18	Declaration of Independence I **** Thomas Jefferson et al, “The Declaration of Independence” (1776) (4pp) Jeremy Bentham, “A Short Review of the Declaration” (1776) (7pp) and <i>Anarchical Fallacies</i> (1796), excerpt (10pp)
5	Sept 23	Declaration of Independence II Thomas Paine, “African Slavery in America” (1775) (4pp) Abigail Adams, Letter to John Adams (1776) (1p) Elizabeth Cady Stanton, “The Seneca Falls Declaration of Sentiments and Resolutions” (1848) (5pp)
	Sept 25	Declaration of Independence III Danielle Allen, “How the Declaration of Independence Offers a Roadmap to a Better Union” (2020) (4pp) Stephen Carter, <i>The Dissent of the Governed</i> (1998), excerpts (30pp)
6	Sept 30	Constitution I <i>The Constitution of the United States</i> (Articles I-VII) (1787)
	Oct 2	Constitution II Alexander Hamilton, <i>Federalist Papers</i> #1 and 9 (1787) (9pp) **** James Madison, <i>Federalist Papers</i> #10 (1787) (7pp)
7	Oct 7	Constitution III John Adams, “Thoughts on Government” (1776) (8pp) James Madison, <i>Federalist Papers</i> #39 and 51 (1788) (11pp)
	Oct 9	Constitution IV **** <i>The Bill of Rights</i> (1791) Amendments I-X (3pp) Alexander Hamilton, <i>Federalist Papers</i> #84 (1788) (8pp) Thomas Jefferson, Letter to James Madison (1787) (3pp)
8	Oct 14	MIDTERM
	Oct 16	NO CLASS – Autumn break

		Unit #3: Liberty and Democratic Equality
9	Oct 21	Individuality in Democracy Ralph Waldo Emerson, “Self-Reliance” (1840), excerpts (6pp) Ralph Waldo Emerson, “Politics” (1849), excerpts (8pp)
	Oct 23	Women’s Individuality and Equality Angela Grimke, Letter to Catharine E. Beecher (1837) (4pp) Elizabeth Cady Stanton, “Address to the New York State Legislature” (1860) (3pp)
10	Oct 28	Slavery and Abolition William Lloyd Garrison, “Declaration of Sentiments of the American Anti-Slavery Society” (1833) (5pp) Frederick Douglass, “What to the Slave is the Fourth of July?” (1852) (5pp) **** Abraham Lincoln, “Emancipation Proclamation” (1863)
	Oct 30	Justifying Disobedience David Walker, “Appeal... to the Colored Citizens of the World...” (1829), excerpts (8pp) Henry David Thoreau, “Resistance to Civil Government” (1849), excerpts (8pp)
11	Nov 4	The Second Founding **** Abraham Lincoln, “Gettysburg Address” (1863) (1p) Amendments XIII, XIV, and XV to the Constitution (1865, 1868, 1870) Frederick Douglass, “Why Reconstruction Failed” (1880) (3pp)
	Nov 6	REVIEW AND REFLECT DAY
11	Nov 11	NO CLASS – Veterans Day
		Unit #4: Market Society and Democratic Planning
	Nov 13	Property John Stuart Mill, <i>Principles of Political Economy</i> (1848) excerpt (11pp) Henry George, <i>Progress and Poverty</i> (1879), excerpts (7pp)

12	Nov 18	Capitalism and Virtue Andrew Carnegie, “The Gospel of Wealth” (1889), excerpts (8pp) Thorstein Veblen, <i>The Theory of the Leisure Class</i> (1899), excerpt (5pp) Jane Addams, “The Spirit of Youth and the City Streets” (1909), excerpt (4pp)
	Nov 20	Democracy and Science John Dewey, “Science and Free Culture” (1939) excerpt (11pp) John Dewey, “Creative Democracy: The Task Before Us” (1939) (5pp)
13	Nov 25	Democracy and race W. E. B. Du Bois, “The Souls of Black Folk” (1903) excerpts (13pp) **** Martin Luther King, Jr., “Letter from Birmingham Jail” (1963) (17pp)
	Nov 27	NO CLASS- Thanksgiving
14	Dec 2	Post-War Challenges John Kenneth Galbraith, <i>The Affluent Society</i> (1958) excerpts (10pp) Betty Friedan, “The Feminine Mystique” (1963) excerpt (6pp)
	Dec 4	Market Society Milton and Rose Friedman, <i>Free to Choose</i> (1980), chapter 1 (29pp)
15	Dec 9	The Original Position **** John Rawls, <i>Theory of Justice</i> (1971) excerpts (13pp)
	Dec 10	FINAL PAPER due by midnight
	[Finals Week]	FINAL CUMULATIVE EXAM

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course Subject & Number: _____

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: Prerequisite (1)	1500	Introduction to Logic	B		
Required: Prerequisite (1)	1501	Introduction to Logic and Legal Reasoning	B		
Required: Prerequisite (1)	2500	Symbolic Logic	B		
Required: Prerequisite (2)	3000	Gateway Seminar	B		
Required: History	3210.01	History of Ancient Philosophy		I	
Required: History	3210.02	History of Ancient Philosophy with High Impact Research		I	
Required: History	3220	History of Medieval Philosophy		I	
Required: History	3230	History of 17 th Century Philosophy		I	
Required: History	3240	History of 18 th Century Philosophy		I	
Required: History	3250	History of 19 th Century Philosophy		I	
Required: History	3260	Movements in 20 th Century Philosophy		I	
Required: History	3261	Fundamental Concepts of Existentialism		I	
Required: Topics	3300	Moral Philosophy	I	I	I
Required: Topics	3420	Philosophical Perspectives on Issues of Gender	I		I
Required: Topics	3440	Theorizing Race	I		I
Required: Topics	3530	Philosophy of Logic	I		I
Required: Topics	3600	Introduction to Philosophy of Language	I		I

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: Topics	3650	Philosophy of Science	I		I
Required: Topics	3700	Introduction to Metaphysics	I		I
Required: Topics	3750	Introduction to Theory of Knowledge	I		I
Required: Topics	3800	Introduction to Philosophy of Mind	I		I
Required: Topics	3810	Philosophy of Action	I		I
Required: 5000 level	5193	Individual Studies	A	A	A
Required: 5000 level	5194	Group Studies	A	A	A
Required: 5000 level	5210	Studies in Ancient Philosophy	A	A	
Required: 5000 level	5211	Plato	A	A	
Required: 5000 level	5212	Aristotle	A	A	
Required: 5000 level	5220	Studies in Medieval Philosophy	A	A	
Required: 5000 level	5230	Studies in 17 th Century Philosophy	A	A	
Required: 5000 level	5240	Studies in 18 th Century Philosophy	A	A	
Required: 5000 level	5241	Kant	A	A	
Required: 5000 level	5250	Studies in 19 th Century Philosophy	A	A	
Required: 5000 level	5260	Studies in 20 th Century Philosophy	A	A	
Required: 5000 level	5261	Existentialism and Phenomenology	A	A	

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: 5000 level	5263	American Philosophy	A	A	
Required: 5000 level	5300	Advanced Moral Philosophy	A		A
Required: 5000 level	5310	Metaethics	A		A
Required: 5000 level	5400	Advanced Political and Social Philosophy	A		A
Required: 5000 level	5410	Advanced Philosophy of Law	A		A
Required: 5000 level	5420	Philosophical Topics in Feminist Theory	A		A
Required: 5000 level	5440	Philosophical Perspectives on Race, Education, and Citizenship	A		A
Required: 5000 level	5450	Advanced Aesthetic Theory	A		A
Required: 5000 level	5460	Philosophy in Literature	A	A	A
Required: 5000 level	5500	Advanced Symbolic Logic	A		
Required: 5000 level	5510	Nonclassical Logic	A		
Required: 5000 level	5520	Inductive Logic and Probability Theory	A		
Required: 5000 level	5530	Philosophy of Logic and Mathematics	A		A
Required: 5000 level	5540	Advanced Philosophy of Rational Choice	A		A
Required: 5000 level	5550	Advanced Logical Theory	A		
Required: 5000 level	5600	Advanced Philosophy of Language	A		A
Required: 5000 level	5610	Natural Language Metaphysics	A		A

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Required: 5000 level	5650	Advanced Philosophy of Science	A		A
Required: 5000 level	5700	Advanced Metaphysics	A		A
Required: 5000 level	5750	Advanced Theory of Knowledge	A		A
Required: 5000 level	5797	Study at a Foreign Institution	A	A	A
Required: 5000 level	5800	Advanced Philosophy of Mind	A		A
Required: 5000 level	5830	Introduction to Cognitive Science	A		A
Required: 5000 level	5840	Advanced Philosophy of Cognitive Science	A		A
Required: 5000 level	5850	Philosophy of Religion	A		A
Required: 5000 level	5870	Topics in Jewish Philosophy	A	A	A
Required: 5000 level	5891	Proseminar in Cognitive Science	A		A
Elective: Honors Program	2450H	Honors Philosophical Problems in the Arts	B		B
Elective: Honors Program	2470H	Honors Philosophy of Film	B		B
Elective: Honors Program	2900H	Freshman-Sophomore Proseminar	B	B	B
Elective: Honors Program	3341H	Ethical Conflicts in Health Care Research, Policy, and Practice	I	I	I
Elective: General	2120	Asian Philosophies	B	B	
Elective: General	2194	Group Studies	B	B	B
Elective: General	2332.01	Engineering Ethics for a Diverse and Just World			B

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Elective: General	2332.02	Engineering Ethics for a Diverse and Just World with High Impact Research			B
Elective: General	2338	Computing Ethics for a Just and Diverse World			B
Elective: General	2340	The Future of Humanity	B		B
Elective: General	2342	Environmental Ethics	B		B
Elective: General	2344	Human Flourishing in a Global Society	B		B
Elective: General	2367	Contemporary Social and Moral Problems	B		B
Elective: General	2390	Ethics and Leadership in a Diverse World	B		B
Elective: General	2400	Political and Social Philosophy	B		B
Elective: General	2450	Philosophical Problems in the Arts	B		B
Elective: General	2455	Philosophy and Video Games	B		B
Elective: General	2456	Philosophy of Sport	B		B
Elective: General	2458	Animals and Philosophy	B		B
Elective: General	2465	Death and the Meaning of Life	B	B	
Elective: General	2490	American Civic Philosophy	B	B	
Elective: General	2500	Symbolic Logic	B		
Elective: General	2540	Intro to Philosophy of Rational Choice	B		B
Elective: General	2650	Introduction to the Philosophy of Science	B		B

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Elective: General	2660	Metaphysics, Religion, and Magic in the Scientific Revolution	B	B	
Elective: General	2670	Science and Religion	B		B
Elective: General	2680	Scientific Controversies	B		B
Elective: General	2690	Genes and Society	B		B
Elective: General	2850	Introduction to Philosophy of Religion	B	B	
Elective: General	3001	Economy, Polity, and Community	I		I
Elective: General	3002	Tradition, Progress, and Utopia	I		I
Elective: General	3111	Introduction to Jewish Philosophy	I	I	
Elective: General	3120	Engaging Time: Philosophical Dimensions of Temporality	I	I	I
Elective: General	3221	Philosophy and the Just Society in the Classical Islamic World	I	I	
Elective: General	3262	Contemporary Continental Thought	I	I	
Elective: General	3310	Moral Psychology			I
Elective: General	3351	Judaism and Ethics	I		I
Elective: General	3410	Philosophical Problems in the Law	I		I
Elective: General	3430	The Philosophy of Sex and Love	I		I
Elective: General	3680	Philosophy of Biology	I		I
Elective: General	3820	Philosophy of Perception	I		I

Type of Course	Course Number	Course Title	1 Students Develop Critical Thinking Skills and Dispositions	2 Students Read, Think, and Write about the History of Philosophy	3 Students Read, Think, and Write about Topics in Contemporary Philosophy
Elective: General	3830	Consciousness			I
Elective: General	3870	Jewish Mysticism	I	I	I
Elective: General	4900	Junior-Senior Proseminar	I	I	I
Elective: General	5010S	Teaching Philosophy	A		A
			Key: "A" means Advanced "I" means Intermediate "B" means Beginner		